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ABSTRACT

One of twelve individualized performance-based modules, each based on a major competency needed by vocational administrators for effectively administering vocational education in local education agencies, this module focuses on developing competency in effective writing through the following activities: writing functional sentences that communicate thoughts clearly and precisely, organizing writing to appropriately convey thought to a particular audience, and writing business letters and memos and writing reports according to vocational standards. The activities are based on having the learner read suggested materials related to the subject area. Module content is organized as follows: introductory section, terminal objective, summary of content, procedures, suggested resources, and learning activities, which include a simulation exercise. (SH)

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Effective Writing for Vocational Administration

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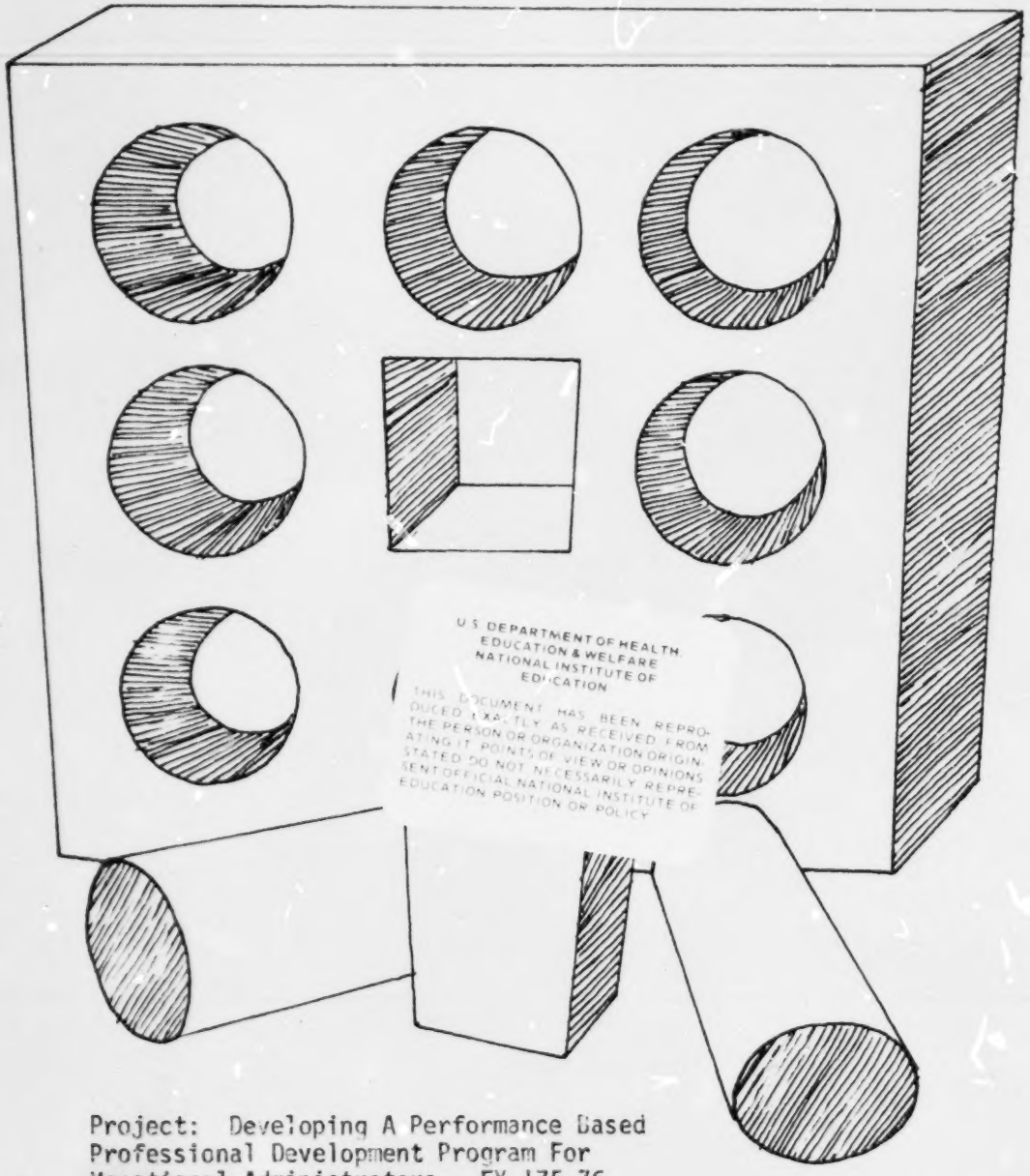
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Project: Developing A Performance Based
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Vocational Administrators - FY '75-76
Marshall University
Department of Occupational, Adult and Safety Education
Huntington, WV 25701

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CE 012 811

Instructor's Guide for the
Use of Individualized Modules

In each of the Individualized Modules you will find all or some of the following components:

1. Introduction
2. Terminal Objective
3. Content
4. Procedures
5. Student Competency Sheet
6. Resources
7. Pre-Test and/or Post-Test
8. Learning Activities
9. Simulation
10. Answer Manual

For the most part the material is self-explanatory and if so noted, certain pages are consumable.

In some of the modules, activities other than reading and responding through written communication are required. In these instances where seminars, site visitations, workshops, etc., are required, with the instructor directing the activity, the instructor is directed to utilize the Individualized Module and to inject his/her own methods for making the activity a success.

All materials to be evaluated are to be turned into the instructor. When a student has not achieved the competency required in the specific activity, the instructor is requested to develop a plan to correct the deficiency.

INTRODUCTION

Writing any type of a communication requires one to consider the message to be conveyed and the person receiving it. The impression you make depends not only on the reader but on your writing style. To be effective means more than proper punctuation and grammar. The tone of the communication can come across completely different from your intent and this could be disasterous.

Because of the diverse and many times complex and technical information to be transmitted in a communication dealing with Vocational Administration, it is important to make the message unambiguous and to the point. The problem is that too many times the writer has never been exposed to the different forms of communication in Vocational Administration and lacks the finesse in composing these messages.

By completing this module and the accompanying simulation the learner will polish his/her writing skills and will acquaint him/herself with the types of writing problems that may be encountered on the job.

(The terms learner and student refer to the person working through the module and are used interchangeably.)

TERMINAL OBJECTIVE

The following is what you will be capable of doing upon successful completing of this packet:

After reading the required material, the learner will demonstrate his ability to write functional sentences that communicate one's thoughts clearly and precisely; to organize his writing to appropriately convey his thoughts to his particular audience, and to write business letters, memos, to take notes, and to write reports. This will be done with 90% accuracy and turned into the instructor for evaluation.

CONTENT

On the following pages you will find:

Student Competency Sheet
Learning Activities
Simulation

In the Learning Activities you will find Tasks with Activities to help you accomplish these Tasks, questions to answer, self tests to measure your progress and model answers.

PROCEDURES

After reading the Introduction, Terminal Objective and Content:

1. Decide whether you already have the competency identified in the Terminal Objective and proceed directly to the Simulation.

2. Proceed to the Simulation and assess your present skills to determine which problem pertains to the part in which you are deficient.

3. Go straight through the packet.

STUDENT COMPETENCY SHEET

Program: Vocational Administrators Curriculum

Unit: Effective Writing for Vocational Administration

Competency Statement: Demonstrate competency in effective writing by: (1) writing functional sentences that communicate ones' thoughts clearly and precisely, (2) organizing his/her writing to appropriately convey his/her thoughts to a particular audience, and (3) to write business letters, memos, to take notes and to write reports according to vocational standards.

Learning Activities: Within this module are several different varieties of learning activities aimed at leading you to attain and demonstrate the competencies named above. These activities require reading from the suggested resource, solving writing problems and answering questions in the Student Workbook related to effective writing for Vocational Administrators.

Criterion Evaluation: There are specific tasks associated with the learning activities in this module. Each of these specific tasks is an enabling objective which states exactly what behavior the learner is expected to exhibit, under what conditions he/she is expected to do it, and how well it is to be done. Thus, each task statement in this module states the exact standards by which the learner's performance is going to be judged. This is the criterion evaluation.

Resources:	Instructor
Books:	Stockwell, Richard E. The Stockwell Guide for Technical and Vocational Writing. Menlo Park, CA: Cummings Publishing Company, 1972. Stockwell, Richard E. The Stockwell Guide for Technical and Vocational Writing, Student Workbook. Menlo Park, CA: Cummings Publishing Company, 1972.
Simulation:	Simulation material for this packet is included.

LEARNING ACTIVITY I

Task I

THE LEARNER WILL DEMONSTRATE HIS/HER WRITING STYLE BY SOLVING THREE WRITING PROBLEMS. THESE WILL BE TURNED INTO AND EVALUATED BY THE INSTRUCTOR.

I-A

Read:

"Writing Style," pp. 1-3 and Appendix E, pp. 285-87, The Stockwell Guide for Technical and Vocational Writing, Richard E. Stockwell, Menlo Park, CA: Cummings Publishing Co., 1972.

I-B

Having read the material in I-A the learner will demonstrate his comprehension of the material, and will solve two of the three writing problems on page one of the Student Workbook. These are to be reviewed with the instructor for effective writing style.

I-C

The learner will check his progress in comprehending an effective writing style by answering the questions on pages 3 and 4 of the Student Workbook. You may evaluate your responses by comparing them with those given on page 125 of the Student Handbook.

If you successfully completed the Task in Learning Activity I, you should proceed to Learning Activity II. If you need to acquire more knowledge or skill in order to perform as expected in Task I, reread the material in I-A and try I-B again. If you still feel you need more information to complete the Task, see your instructor to develop a plan to correct your deficiencies.

LEARNING ACTIVITY II

Task II

THE LEARNER WILL APPLY THE TECHNIQUES OUTLINED IN THE REQUIRED READING TO THE WRITING PROBLEMS ASSIGNED AND WILL WRITE MEMORANDUMS. THESE "MEMOS" WILL BE WRITTEN WITH 95% ACCURACY AND WILL BE TURNED INTO THE INSTRUCTOR AND EVALUATED.

II-A

Read:

"The Memorandum (Memo)," The Stockwell Guide for Technical and Vocational Writing, Richard Stockwell, pp. 4-13.

II-B

Having read the material in Activity A the learner will answer any three of the writing problems found on pages 18-19 of Stockwell Guide for Technical and Vocational Writing. Review the answers you gave with your instructor to evaluate your progress.

II-C

The student will demonstrate his ability to write a Memorandum by solving the writing problems (1, 3, 4, 5, and 7) on pages five and six of the Student Workbook. Follow the directions outlined on these two pages. These are to be completed with 95% accuracy and turned into the instructor for evaluation.

II-D

The learner will check his progress in effective "Memo" writing by answering the questions in the Progress Test on pages 19-20-21 of the Student Workbook. You may evaluate your responses by comparing them with those given on page 125 of the Workbook.

If you successfully completed the Task in Activity II you should proceed to Learning Activity III. If you need to acquire more knowledge or skill in order to perform as expected in Task III, reread the material in II-A and try II-B & C again. If you still feel you need more information to complete the Task, see your instructor to develop a plan to correct your deficiencies.

LEARNING ACTIVITY III

Task III	THE LEARNER WILL DEMONSTRATE BY EXAMPLE, CORRECTLY WRITTEN LETTERS. HE/SHE WILL USE THE TECHNIQUES OUTLINED IN THE READING AND WILL WRITE LETTERS WHOSE FORMS ARE 95% CORRECT AND WITH CLEAR AND CONCISE CONTENTS. THE LETTERS ARE TO BE TURNED INTO THE INSTURCTOR AND EVALUATED.
III-A	Read: "Letters," pages 20-51, The Stockwell Guide for Technical and Vocational Training.
III-B	Review writing problems No, 2, 5, 9, and 12 on pages 52, 53, and 54. Use the information from the reading to write a sample letter for each problem. Review the material in the reading for possible help in writing these letters. Review the solutions you wrote with your instructor to evaluate your progress.
III-C	The student will demonstrate by example his/her ability to write clear, concise letters by completing the writing problems 3 and 4 on p. 23 and 7 and 10 on p. 24 of the Workbook. Instruction for completing these four letters are found on p. 23. These letters will be written with 95% accuracy in form and their content will effectively relate the problem outlined. These letters will be turned into the instructor for evaluation.
III-D	The learner will determine his progress in effective letter writing by answering the questions in the Progress Test on pages 29, 30, and 31 of the Student Workbook. The responses may be judged by comparing them with those given on p. 125 of the Workbook.

If you successfully completed the Task in Learning Activity III, you should proceed to Learning Activity IV. If you need to acquire more knowledge or skill in order to perform as expected in Task III, reread the material in III-A and try III- B & C again. If you still feel you need more information to complete the Task, see your instructor to develop a plan to correct your deficiencies.

LEARNING ACTIVITY IV

Task IV

THE LEARNER WILL DEMONSTRATE HIS ABILITY TO READ AND TAKE NOTES BY SOLVING THREE WRITING PROBLEMS. THESE ARE TO BE WRITTEN WITH 95% ACCURACY AND TURNED INTO THE INSTRUCTOR FOR EVALUATION.

IV-A

Read:

"Reading and Taking Notes Before Writing a Report," pages 143-151, The Stockwell Guide for Technical and Vocational Training.

IV-B

Review writing problems 1, 2, 4, and 5 on p. 152 of the Textbook. Analyze each problem and write a solution for each one. Review again the material in the reading for possible help in solving these problems. Review these solutions with the instructor to evaluate your progress.

IV-C

The student will indicate his comprehension in reading and taking notes for a written report by solving writing problems, 1, 2 and 4 on page 101 of the Student Workbook. These are to be written with 95% accuracy and turned into the instructor for evaluation.

IV-D

The learner will check his progress in reading and taking notes before writing a report by answering the questions in the Progress Test on pages 103, 104, and 105 of the Student Workbook. These answers are to be evaluated with those given on page 127 of the Workbook.

If you successfully completed the Task in Learning Activity IV you should proceed to Learning Activity V. If you need to acquire more knowledge or skill in order to perform as expected in Task IV, re-read the material in IV-A and try IV-B and C again. If you still feel you need more information to complete the Task, see your instructor to develop a plan to correct your deficiencies.

LEARNING ACTIVITY V

Task V

THE LEARNER WILL CREATE ILLUSTRATIONS TO INCLUDE IN A WRITTEN REPORT. THE SUBJECT MATTER TO BE EXEMPLIFIED IS DESCRIBED IN THE ACTIVITIES. THESE ILLUSTRATIONS WILL BE EVALUATED BY THE INSTRUCTOR ACCORDING TO THEIR ACCURACY AND CLARITY.

V-A

Read:

"Illustrations for a Written Report," page 163 to 184, The Stockwell Guide for Technical and Vocational Training.

V-B

Review writing problems on page 185 of your textbook No. 4 and 5. Develop a solution for each problem. Review again the material in the reading for possible help in solving these problems. Review the solutions with your instructor to evaluate your progress.

V-C

The learner will check his progress in illustrating a written report by answering the questions in the Progress Test on pages 115, 116, and 117 of the Student Workbook. These answers are to be compared with those given on page 128 of the Workbook.

If you successfully completed the Task in Learning Activity V you should proceed to Learning Activity VI. If you need to acquire more knowledge or skill in order to perform as expected in Task V, reread the material in V-A and try V-B again. If you still feel you need more information to complete the Task, see your instructor to develop a plan to correct your deficiencies.

LEARNING ACTIVITY VI

Task VI

THE LEARNER WILL BECOME AWARE OF THE TWO FORMS OF REPORTS---INFORMAL AND FORMAL---BY READING CHAPTER 12, "THE REPORT" IN THE STOCKWELL GUIDE FOR TECHNICAL AND VOCATIONAL WRITING, (PP. 186-268).

VI-A

The learner will assess his comprehension of the component parts and processes in report writing by answering the questions on pages 121-123 of the Student Workbook. You may evaluate your responses by comparing them with those given on page 128 of the Student Workbook.

After completing Task VI and VI-A, you are to evaluate your ability to achieve the competencies identified in the Terminal Objective by completing the Simulation. Directions are provided in the Simulation.

SIMULATION

Effective Writing For
Vocational Administration

POINTS TO KEEP IN MIND

You are E. T. Pompeii, the Assistant Director of Vocational Education for your county.

Your Director has requested you develop an inservice program (in April) to last one school day. This program will be presented to the Vocational Teachers in your county at the county vocational center auditorium. The Director, Dr. Workman, has informed you that $2,500. will be available for any necessary media, materials or consultants that you would need to present the inservice day program. Prior to the implementation of the program for the in-service day, your Director must present to the local advisory council, an informal report of the proposed inservice program. You must develop this report.

Having Read The Introduction You are Ready To
Proceed With Problem I

PROBLEM I

Circumstance

You have no idea what subject would make an appropriate theme for the program. Your first activity is to find out what the priority areas are, as determined by the State Board of Education.

Action to be Completed

Write a letter to the Assistant Director, Data Processing and Supportive Information, State Department of Education, Bureau of Vocational, Technical, and Adult Education, Charleston, W. Va. 25305, explaining that you will need a copy of the State Board Priorities. DO NOT MAIL IT. Take the letter to your instructor. If it expresses your problem and request, and follows the format of a correctly written letter as outlined in Activity II, he/she will give you the list of priorities and a copy of the State Plan Part I. Otherwise, your instructor will develop for you a plan to correct your deficiencies.

Materials Needed

You will need an 8½" x 11" sheet of paper upon which to type (or print) the letter. Follow the information provided in Activity II-A for correct letter writing and content. Placement errors in spelling or typing must be corrected.

PROCEED WITH PROBLEM II

PROBLEM II

Circumstance

Not only will you want to use the list of priority areas as defined by the State Board to determine an appropriate subject area for an inservice program, you will want input from those directly affected by the inservice program---vocational teachers.

Action to be Completed

Develop a survey memorandum to be administered to no less than five vocational teachers. Direct the teachers to indicate from the topics you have listed in the "Memo," the area they would most like to cover on an inservice day. Use the priority areas suggested in the Mini-Plan, areas of your own interest, and leave additional space for the teachers to add their suggestions. A copy of the "Memo" will be turned in at the end of Simulation Problem IV.

Materials Needed

You will need white unlined paper no larger than 8½" x 11" (larger paper is difficult to handle and to file). You may use half sheets or full sheets to type or print the survey memorandum. Errors in spelling or typing must be corrected.

PROCEED WITH PROBLEM III

PROBLEM III

Circumstance

Compile the results of the survey and decide which area would be the topic of greatest interest for an inservice program.

Action

In preparing the topic you have chosen for your inservice day program, visit vocational centers, libraries, university or college department, and the Research Coordinating Unit to familiarize yourself with the subject and to build a foundation upon which you could write a report.

Having become familiar with the topic, you determine the most effective way of presenting it is through a consultant who has done extensive work in the area.

Print or type a letter to one of the persons whose name has repeatedly shown up in your literature review as an authority on the topic you have chosen. Request the participation of this person to act as a consultant for your inservice day program. Include somewhere in the letter:

a. Date of Inservice Day. (Choose one in April)
b. Length of Inservice Day.
c. Topic chosen.
d. Reason for selecting consultant.
e. Where Inservice Day is to be held.
f. Media Facilities available for consultant's use.
g. Materials available for consultant's use.
h. Transportation, room and board cost for consultant.
i. Number of persons participating in the inservice programs.
j. General subject area taught by participants in Inservice Day.

Ask of Consultant:

h. Fee requirement.
i. Media and materials he or she would require.
j. Synopsis of inservice program he/she would present.

This letter is to be turned into your instructor along with the "Memo" developed in Problem II for evaluation of composition, placement, and ability to convey message intended. If you fail to achieve competency in "Memo" or letter writing, your instructor will work with you to develop a plan to correct your deficiencies.

If both your "Memo" and letter are acceptable, your instructor will give you a letter from the consultant, outlining what specifics he/she would require.

Materials Needed

You will need white unlined 8½" x 11" paper. Errors in spelling or typing must be corrected.

PROCEED WITH PROBLEM IV

PROBLEM IV

Circumstance

Thus far, you have written a letter explaining your responsibility for developing an informal report of an inservice program and have requested the list of State Board priorities. Also, you have developed and administered a survey memorandum to no less than five vocational teachers and have requested the services of a consultant. From these activities, you have been able to decide on a topic for your report of an inservice program.

Action

At this time, use the information gathered in Problem I, II, and III and the letter your instructor gave you from the consultant. Prepare an outline to be used in developing the informal report to be submitted to the local advisory council.

Using any of the information reviewed in Learning Activities I through VI, and your outline, develop an informal report to be presented to the local advisory council. The report will explain how the topic was selected that would be presented to vocational teachers in your county on an inservice day. It will include the information researched and written out in your outline. Do not forget the benefit of using illustrations in a written report.

There is no page limitation on the report, but keep in mind it is an informal report and also keep in mind its intended audience. Turn the typed, finished copy of the informal report

into your instructor for evaluation. If the report contains only as much detail as necessary to get across to the reader the writer's ideas based on information collected, favorably impresses the reader, and according to placement is eye appealing, you will have achieved competence in informal report writing. If your instructor feels you are weak in certain areas, a plan to correct your deficiencies will be developed.

Materials Needed

White, Unlined 8½" x 11" typing paper. Errors in spelling or typing must be corrected.